

THE HEALTH CRISIS THAT BEGAN IN 2019 AND THE EFFECTS ON HIGHER EDUCATION IN BRAZIL

A CRISE DA SAÚDE QUE COMEÇOU EM 2019 E OS EFEITOS NA EDUCAÇÃO SUPERIOR NO BRASIL

Gilson Gomes das Neves

Mestrando em Administração, UNIALFA

Professor e Diretor do campus Taguatinga do UNIPROJEÇÃO.

E-mail: gilson.neves@projecao.br

Wilson de Jesus Beserra de Almeida

Pós-doutor pela Georgetown University em Washington DC.

Coordenador do Mestrado em Gestão Estratégica da UNIALFA

E-mail: wilson.almeida@unialfa.com.br

Recebido em: 16/04/20

Aprovado em: 11/06/20

Resumo

O cenário atual não reflete somente a crise sanitária, mas sim múltiplas crises, passando por setores econômicos, sociais e políticos. A intervenção do Governo em todas as esferas torna-se cada vez mais necessária para que essa fase seja superada. As ações governamentais, união, estados e municípios, até agora, não têm sido suficientes para conter a crise, ou as crises: de saúde, econômica, social, de transparência e, principalmente educacional, o tema abordado neste artigo. O resultado da crise educacional será a perda de todo um ano (2020) e sua recuperação será impossível. O impacto disto, inclusive para a economia do Brasil no futuro é esperado, talvez na dimensão que ocorrerá. Considerando que o Brasil possui 2.238 instituições superiores privadas e 299 públicas, onde as instituições privadas respondem por mais de 6 milhões matrículas presenças, enquanto as públicas representam mais de 2 milhões de matrículas, é importante salientar que, os alunos das instituições privadas, em sua maioria é composta por alunos das classes C, D e E.

Palavras-chave: Covid 19; Crises Múltiplas; Política Governamental; Educação Superior; Transparência governamental.

Abstract

The current scenario does not reflect only the health crisis, but multiple crises, passing through economic, social and political sectors. Government intervention in all spheres is becoming increasingly necessary for this phase to be overcome. Government actions: federal union, states and municipalities, until now, have not been enough to contain the crisis, or the crises: health, economic, social, transparency and, mainly educational, the theme addressed in this article. The result of the educational crisis will be the loss of 2020 and its recovery is unlikely. The impact of this, even for the economy, is expected, perhaps in an unexpected and very large dimension. Considering that Brazil has 2,238 higher education private institutions and 299 public institutions. Private institutions represent more than 6 million enrollments, while public institutions represent

more than 2 million enrollments, it is important to point out that the students of private institutions, in their majority, are integrated by individuals from classes C, D and E.

Key words: Covid-19; Multiple Crises; Government Policy; Higher Education; Government Transparency.

Introduction

The world is experiencing an economic crisis and is driven by unprecedented pandemic. The impacts are more intense and faster due to the globalization process itself. Commerce and establishments in general were closed. Different types of industries also stopped or changed production to prevent agglomeration of employees and spread virus. The remote work has become part of life for many professionals and them, being at home, tend to consume less. Another relevant fact is that many have lost part or totally their income, even with the implementation of the provisional measure MP 936/2020, establishing the emergency employment program and income with the ultimate goal to relieve businesses with payment to the employees.

According to *Época Negócios*, until the end of 2020, Brazil will be able to throw another 8 million workers into unemployment, raising the contingent to 20 million due to the crisis caused by the new Corona virus. This affects all sectors of the economy, but especially the educational sector. In the private basic education, parents usually transfer their children to private institutions to public intuitions, where the government has a regular supply of obligation to education, which differs greatly from what happens in higher education, where students decide for survival into the detriment of higher education. In these moments of uncertainty and loss of income, many students postpone the start of a course, paralyze college to save on tuition or simply stop paying. Added to all this, the reduction that the sector had already suffered in public financing such as the FIES (Student Financing Fund). Currently, price disputes are common, in addition to mergers and acquisitions, and consolidation of large educational groups with a strong IPO movement and the wide range of courses in distance learning.

The main economic indicators are frightening and point to a retraction in GDP, a reduction in the Selic Rate, a drop in the interest rate on credit operations, a strong variation in the Brazilian stock exchange, where in beginning 2020 registered a monthly average of 78,876 points, a rise in the unemployment rate, rising from 11.2% in January

to the level of 12.2% in March, according to perennial PNAD (National Household Sample Survey). The real average income was R\$ 2,398.00 and the default rate rose 3.92% in March, according to the Central Bank. Also, according to the CB public debt rose to 5.67%, industrial production fell 9.30% and the trade balance (in U\$ Billion) had a slight increase in exports (19,238) to the detriment of imports (14,525).

In this case there is no doubt the governments need to run to alleviate the crisis caused by the new coronavirus, although the data presented, it is taken for granted that the year will be retraction economic and recovery will certainly be challenging, requiring increasing creativity and resources by companies, especially government support, in defining priorities. It is in this scenario that education is inserted, especially higher education

In this context of the Covid-19 economy and pandemic, the objective of the article is to analyze how private higher education institutions are being affected as well as, what to do to overcome themselves and define strategies for acting in their segment with what are calling it " new normal." For that will be used a bibliographical research with survey data from various types of research, articles, journals, plus the use of several articles in national and international press.

According to Hoper Educação, a consulting company in the educational segment, in a Webinar held on April 28, 2020, through its market research area coordinator, Paulo Presse, available on its website and according to the Census of Higher Education (2018), Brazil has 2,238 private HEIs, 299 public HEIs, where private HEIs account for 6,373,274 face-to-face enrollments, while public ones represent 2,077,481, where students from private HEIs, mostly it is composed of students from classes C, D and E , where they have low average wage income, in a sector with an average monthly fee of R \$ 736.00 .

None of the private higher education institutions in Brazil was expecting such a crisis. In a moment they reinvented themselves, before of government decrees determining immediate closure of colleges and universities. This caused the management teams to start an immediate cooperation work to analyze how to do with the thousands of students enrolled. Scary scenario, especially challenging. Public universities simply declared the semester lost. BARBOSA et al. (2020)

But how to make it so that students could maintain their classes and activities, remotely, with the same quality, effectiveness and efficiency, comparing them with the face-to-face ones? How sure were satisfied as to maintain payments on days that the institutions do not declare their immediate closure or even is even bankruptcy? What is the government's role in this context?

This challenge made the HEIs (IES) reinvent themselves. They began to consider a scenario of investments in technology in the most diverse platforms of remote synchronous and asynchronous education, training and immediate training of the team of teachers, from the youngest to the most experienced, of collaborators and students of different generations as one of the biggest challenges, understanding that students, acting remotely, also have their personal demands, whether it be remote work with family and children at home in a situation of social isolation.

On top of this, in a country like Brazil, with high inequality, keeping people with broad access to the Internet lives and a creative social isolation, and on the other hand, most of the population, has people those they survive in a situation of social vulnerability and digital exclusion, with the most diverse difficulties to live in isolation and protect themselves from the contagion of a virus, without recourse or government provision beyond the increase in unemployment.

A study by the consultancy Educa Insights showed that, among the public interested in starting a higher education course, only 7% intended to start this year. Among those who are already studying, 47% of face-to-face students said they are at risk of dropping out of the course due to the pandemic, compared to 36% of distance learning students. The survey also found that 29% of respondents had their income highly affected by the pandemic and 14% of respondents had not paid the monthly fee for May and did not know when they would pay. In the previous month, defaulters were 8%. The educational sector will certainly be affected, and the teaching-learning process is compromised. Given this scenario, will higher education cease to be a priority? How are HEIs avoiding this scenario? What is the role of the government in the face of the picture presented?

This study aims to analyze this new scenario of higher education in Brazil, in times of health crisis, as well as its impacts and necessary actions for the continuity in the

provision of services in an efficient and effective way, as well as to understand the actions that are being taken. in a global context, to try to ensure that the teaching-learning process does not stop.

Several countries have adopted strategies to deal with temporary, closure and the in-distance education, focusing not only the Internet, but through other channels such as television, radio and even printed materials. In any case, regardless of the chosen medium, the replacement of face-to-face classes with remote classes should consider the unequal access to virtual learning tools that exist, including the infrastructure and familiarity of teachers and students with technological distance learning tools existing. The socioeconomic status of each country should be considered, with their differences in connectivity, coverage areas, whether rural or urban, whether in public or private institutions.

According to the magazine report Examination published on March 26, 2020, to China, which already has a connectivity structure robust has been successful in teaching offer distance, but countries with low Internet coverage, mobile phones or televisions, like Vietnam, have struggled to move forward on that agenda.

Countries such as Denmark, Israel and China itself adopted a strict health policy for a return to classes, such as increase in hygiene, social distancing, application of alcohol gel, mandatory masks throughout the lesson, prohibiting entry to the students of classes with temperature above normal, or with any symptoms related to the pandemic, in addition to hand washing every hour. It is worth remembering that these countries are going through another phase of the pandemic with relation to Brazil.

According to Exame magazine published, on January 26 2020, China almost 300 thousand students worldwide, are affected classes or suspended. In the United States, it is estimated that 0,5 million students will have some form of distance education. "Literally, all colleges and universities in the United States are being forced to redo and innovate their online learning strategies," says Mitchell Stevens, professor of digital education at Stanford University. The professor reported that educational institutions are being forced to invest in online teaching tools and obviously, they will not throw their investments in the trash. After that calamity passes, universities will not simply keep the

investments they made during the crisis on a shelf. Digital education will advance rapidly after Covid-19, reinforces the professor.

What about Brazil?

Juliana Morales, Student Guide, interviewed (available interview <https://guiadoestudante.abril.com.br>) professor Renato Casagrande, where the teacher says that Brazil will be no different. The closure of educational institutions, due to the pandemic, also accelerated the adoption of digital methodologies and tools. Hundreds of schools and colleges have started using virtual environments to ensure student learning. It is a legacy that tends to stay.

The success of this model, however, will be much greater in private networks. A good part of the students of public institutions, unfortunately, will need to recover their classes when the classroom activities have resumed. Until then, decision makers could be inspired by the example that comes from China - where classes stop, but learning does not. HOLLANDA et al. (2019)

Although distance education is widespread and growing in Brazil, we still face a constant challenge in everyday life to raise the awareness of the management body, teachers and students strictly in person about the need for “digitization” for studies, with demonstrations of different resistance. Educational digital inclusion still suffers resistance. RAUPP & PINHO (2020)

Out of school, one more problem: for technological measures to be effective, all students need access to the internet. Unfortunately, this is not the Brazilian reality. According to the Home ICT Survey, carried out in 2018, more than 30% of households do not even have access to the internet, in general the poorest.

Still in the same interview, Professor Casagrande informs that this question will accentuate the class difference. He warns that the private network will find some solutions that demand financial resources, which, for the public network, is much more difficult, so students in the public system must feel the impacts on learning more

The Ministry of Education, on an exceptional basis, through ordinances 343 and 345, of March 17 and 19 of this year, authorized public and private higher education institutions to replace classroom subjects with classes that use information and

communication means and technologies in courses that are in progress. Asked Ministry of Education, how will the near future of Brazilian education be?

"The Brazilian education is robust. Public and private institutions at all educational levels have been demonstrating responsibility and commitment in adopting measures that support their students' right to continued learning. This is very important for Brazil. The Ministry of Education is in dynamic collaboration and cooperation with the institutions. We understand that solutions must be dynamic as well. We are in frank and ongoing dialogue to see how we can continue to collaborate and act in order to ensure that Brazil, as far as education is concerned, does not stop during this period. "

This text shows a good intention, however the result that is seen until the beginning of 2020 is still not satisfactory. Decentralization to federal states and their municipalities, giving them all the responsibilities, has created serious problems and apparently a continuous increase in the educational crisis, at all levels. OCDE (2019)

Final considerations

In conclusion, the current scenario does not reflect only the health crisis, but multiple crises, passing through economic, social and political sectors. Government intervention in all spheres is becoming increasingly necessary for this phase to be overcome, leaving only its legacies.

Governmental actions by federal union, states and municipalities, until now, have not doing enough to contain the crisis, or the crises: health, economic, social, transparency and, mainly educational, the theme addressed in this article.

The result of the educational crisis will be the loss of an entire year (2020) and its recovery will be impossible. The impact of this, even for the Brazilian economy in the future, is expected, perhaps in the dimension that will occur.

References

BARBOSA, R. A. P.; SILVA, E. A.; GONÇALVES, F. H. L.; MORAIS, F. R. O Impacto da Educação Empreendedora na Intenção de Empreender: Análise dos Traços de Personalidade. *Revista de Empreendedorismo e Gestão de Pequenas Empresas*, v. 9, n. 1, p. 124-158, 2020.

BOCA CONJUNCTURE BULLETIN. COVID 19 and Brazilian Education. Year II | Volume 2 | No. 5 | Boa Vista | 2020 <http://revista.ufr.br/boca> <http://doi.org/10.5281/zenodo.3828085> (acessado em 21/01/2020)

CORREIO BRASILIENSE. Education in times of covid-19, available at https://www.correiobrasiliense.com.br/app/noticia/opiniao/2020/04/01/internas_opiniaio.841850/artigo-a-educacao-em-tempos-de-covid-19.shtml (Acessado em 10/02/2020).

Edvaldo Souza Couto¹ Edilece Souza Couto, Ingrid de Magalhães. SCIENTIFIC INTERFACES MAGAZINE. #FIQUEEMCASA: EDUCATION IN THE COVID-19 PANDEMIC, Porto Cruz Education V.8 • N.3. (acessado 17/01/2020)

HOLLANDA, P. P. T. M.; CARDOSO, S. A. A.; FERNANDES, C. C. C.; ROSA, C. H. C. Schools of Government: A Comparative Study. Revista do Serviço Público, v. 70, n. Edição Especial, p. 15-33, 2019.

HOPER EDUCAÇÃO. Possible configurations of the Brazilian educational market post Covid 19, available at: https://3b922d24-4848-4cd2-99fa-7966cabea8eb.usrfiles.com/ugd/3b922d_353a0d03d9b648ce8c95cd5465fb6404.pdf. Portal Hoper Education, (acessado em 30/01/2020).

OCDE - Organização para a Cooperação e Desenvolvimento Econômico. PISA 2018. Results (Volume I): What Students Know and Can Do. Paris: OCDE, 2019. Acesso em: 16/01/2020.

OLIVEIRA, Murilo Alvarenga e PINTO, Eduardo de Lima Carreiro. The new normal of education, when the virtual is not fictitious. ba Institute of Human and Social Sciences, Fluminense Federal University. UFF Press, Rio de Janeiro. 2020.

RAUPP, F. M., & PINHO, J. A. G. (2020). Precisamos Evoluir em Transparência? - Uma Análise dos Estados Brasileiros na Divulgação de Informações sobre a Covid-19. Gestão e Sociedade, 14(39), 3725-3739.

UNITED NATIONS. The international experience with the impacts of COVID-19 on education, article published on 08/01/2020. Brazil. <https://nacoesunidas.org/artigo-a-experiencia-internacional-com-os-impactos-da-covid-19-na-educacao>. (Acessado em 27/01/2020).